

School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

- a) Improve student outcomes.
- b) Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
- c) Based on a school level comprehensive needs assessment.
- d) Include at least one strategy or evidence-based intervention that:
 - Is aligned to the accountability indicator(s) for which the school was identified
 - Is supported by the strongest level of evidence available
 - Is appropriate to the needs of the schools in the student populations
 - May be selected from a state provided list

- e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
- f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
- g) Be resourced appropriately.
- h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
- i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
- j) Are made publicly available, such as on a school or district website, with required materials under World’s Best Workforce.
- k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for Comprehensive Support and Improvement are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to MDE.schoolsupport@state.mn.us] **no later than March 1, 2019**. Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for Targeted Support and Improvement (TSI) are not required to submit a CNA Summary Report to MDE.** The district or charter has the sole oversight role for school improvement activities under Minnesota’s ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- “School Improvement Plan Template”
- “Hexagon Tool”

- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.
 - In the “Plan for Strategy” sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the cursor on the right side of the bottom row and click the “return” or “enter” button on your keyboard.
- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the “Plan for Strategy” section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:
 - There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
 - Due to other factors within the system, a one year goal is in the best interests of the system.
- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from <http://nirn.fpg.unc.edu/>

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the [INSTALLATION](#) stage. Using what is learned through the [EXPLORATION](#) stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

| District or Charter Information | District Phone, Fax, Email |
|---|---|
| District/Charter Name and Number: Columbia Heights Ind. School District #13 | Supt/Director Phone: 763-528-4500 |
| Superintendent/Director: Superintendent Kathy Kelly | Supt/Director Email: kellyk@colheights.k12.mn.us |
| District Address: 1440 49th Ave NE, Columbia Heights, MN 55421 | District/Charter Fax: 763-571-9202 |

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

| | |
|------------------------------------|--|
| Name of Main Contact: Zena Stenvik | Role in District/Charter: Executive Director of Educational Services |
| Phone Number: 763-528-4438 | E-mail Address: stenvikz@colheights.k12.mn.us |

School Information

| | |
|---|---|
| School Name, Number and Grade Span: Columbia Heights Senior High, #16, 9-12 | Phone: 763-528-4600 |
| School Address: 1400 49th Ave NE, Columbia Heights, MN 55421 | Fax: 763-571-9267 |
| Principal: Dan Wroblewski | Email: wroblesd@colheights.k12.mn.uw |

Who is the main contact at the school for the ESSA school support and improvement work?

| | |
|-------------------------------------|---|
| Name of Main Contact: Dan Wrobleski | Role in School: Principal |
| Phone Number: 763-528-4605 | E-mail Address: wroblesd@colheights.k12.mn.us |

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Parents, students, and staff were part of the process for the Comprehensive Needs Assessment and the School Improvement Plan. The data and strategies were presented at World's Best Workforce for ideas, changes, and suggestions.

The Comprehensive Needs Assessment and School Improvement Plan will be presented to families on March 7, 2019 and to staff on March 14, 2019.

Use the following table to outline a communications plan for the ESSA support and improvement work.

| When will the communication take place | What is the message | Who is the audience | How will it be communicated |
|---|--|--|--|
| August 20, 2018 | Share data and strategies for improvement | Staff, Parents, Students attending meeting | Team will look at current data and go through the CNA process. Then they will discuss possible strategies and goals. |
| March 7, 2019 | Mr. Wroblewski will present School wide improvement plan and CNA | Parents and admin team . | Powerpoint presentation focused on the process and discussion of implementation. There will be time for discussion and feedback. |
| March 14, 2019. | Mr. Wroblewski will present the School wide improvement plan and CNA. Process will also be presented | Staff-Staff meeting. | Presentation to review progress towards our school wide improvement and goals .. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

| | |
|---|--|
| Strategy #1 | Click here X if the strategy is an Evidence-Based Practice (EBP) |
| The Strategy we are going to implement is... | 100% of teachers will be trained in Costa's Levels of Thinking (Supports EBP: Provide direct and explicit instruction of comprehension strategies for literacy and posing purposeful questions for math) |
| ...to address this Root-Cause(s) | Inconsistent school-wide strategies around AVID reading strategies. |
| Which will help us meet this student outcome Goal* | By the end of the 2018-2019 school year, reading proficiency will increase by 5%, as measured by the 10th grade MCA reading test. |

| | |
|---|--|
| #2 | Click here X if the strategy is an Evidence-Based Practice (EBP) |
| The Strategy we are going to implement is | All Math teachers will create a consistent method and procedure for note-taking. Teachers will use note-taking on a daily basis. (EBP: Eliciting and using evidence of student thinking) |
| to address the Root Cause | Students are unsure of how to take notes and show their thinking. |
| Which will help us meet this student outcome Goal* | By the end of the 2018-2019 school year, math proficiency will increase by 5%, as measured by the 11th grade math MCA test. |

| | |
|-----------|--|
| #3 | Click here X if the strategy is an Evidence-Based Practice (EBP) |
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|--|---|---|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------|
| Share goals with teacher and staff and provide a pathway to reach the goals. | Admin team and AVID site team . | Staff meeting sign in sheet. | AVID resources focused on Costa's level of thinking.. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | By End of Quarter 1 |
| PD on Levels of Questioning | District staff from teaching and learning. | Staff sign in sheet- November 9th Staff PD. | Costa's levels of thinking-time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | By End of Quarter 2 |
| PLCs | Admin team and all teachers. | PLCs every other week. | PLC time. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | By End of each Quarter |
| AVID site team meetings with Department chairs | Admin team, AVID site team and department chairs. | Monthly meetings with the AVID site team. | AVID resources given each month. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | By End of each Quarter |

To add additional action steps, Place cursor to the right of the last row and click "enter."

Progress Toward Goal #1: (To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.

- How will implementation be adjusted and/or supported moving into the next year?

- Click or tap here to enter text.

Plan for Strategy #2

Strategy #2:All Math teachers will create a consistent method and procedure for note-taking. Teachers will use note-taking on a daily basis. (EBP: Eliciting and using evidence of s

Root-Cause: Students are unsure of how to take notes and show their thinking.

Goal: By the end of the 2018-2019 school year, math proficiency will increase by 5%, as measured by the 11th grade math MCA test.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

| Action Steps | Person(s) Responsible | Measurement | Resources Needed | A | S | O | N | D | J | F | M | A | M | A | J | J | Due Date |
|--|---|--------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----------------------------|
| | | | | u | g | e | o | e | a | e | a | p | a | r | u | u | |
| | | | | s | t | p | v | c | n | b | r | r | r | r | n | n | |
| | | | | e | m | t | e | e | u | r | e | i | a | a | e | e | |
| | | | | n | b | e | m | b | a | r | r | l | r | r | y | y | |
| | | | | r | r | r | r | y | r | | | | | | | | |
| Share goals with teacher and staff and provide a pathway to reach the goals. | Admin team. | Staff sign in sheet. | Note taking template for the math department. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | By the first day of School |
| Math Department PLCs. | Math department meets every other week. | PLC templates for all level of math. | Templates | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | By End of each Quarter |
| Department chair meetings. | Admin team and Math department head. | Monthly meeting sign in sheet | Examples of best practice note taking | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | By End of Quarter 4 |

| | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|

To add additional action steps, Place cursor to the right of the last row and click "enter."

Progress Toward Goal #2: (To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - Click or tap here to enter text.

Plan for Strategy #3

Strategy #3: CHHS administration will work with the Special Education team to create an early indicator and response system. (EBP: Minnesota Early Indicator and Response System-MEIRS) In response to credit deficient Special Education students and their attendance.

Root-Cause: Special Education students have numerous outside factors that impact their attendance at school, thus causing gaps in their education performance which will impact their four year graduation track. Access to courses that address transition standards in areas of employment/vocational skills, postsecondary readiness and independent living skills.

Goal: CHHS administration and Special Education district leadership team will work with the and the high school and transition special education team to create an early indicator and response system to help increase the average graduation rate for Special Education students by 5 % by 2021.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

| Action Steps | Person(s) Responsible | Measurement | Resources Needed | A u g u s t S e p t e m b e r O c t o b e r N o v e m b e r D e c e m b e r J a n u a r y F e b r u a r y M a r c h A p r i l M a y J u n e J u l y | | | | | | | | | | | | Due Date | |
|--|--|---|----------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| Special Education team and administration meet to develop MEIRS. | Admin team, and special education teachers | Special Education Graduation data from previous years | Grade level benchmarks | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | By End of Quarter 1 |
| Identify students who are not on track to graduate | Special Education teachers | Classroom curriculum and standards | Review failure data from synergy | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | By End of Quarter 2 |

- How will implementation be adjusted and/or supported moving into the next year?

- Click or tap here to enter text.